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COMPARISON OF SOUTH DAKOTA STATE UNIVERSITY GRADUATES  
OF THE HOME ECONOMICS AND OF OTHER CURRICULA WITH  
RESPECT TO FAMILY LIVING VARIABLES

BY

JANICE ROGER GRIMM

A thesis submitted  
in partial fulfillment of the requirements for the  
degree Master of Science, Major in Home  
Economics Education, South Dakota  
State University

1972

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COMPARISON OF SOUTH DAKOTA STATE UNIVERSITY GRADUATES  
OF THE HOME ECONOMICS AND OF OTHER CURRICULA WITH  
RESPECT TO FAMILY LIVING VARIABLES

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable for meeting the thesis requirements for this degree. Acceptance of this thesis does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

7 Thesis Adviser

Date

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J.H.G.



## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	v
 Chapter	
I. INTRODUCTION . . . . .	1
Statement of the Problem	
Importance of the Problem	
Research Design	
Limitations of the Study	
II. REVIEW OF LITERATURE . . . . .	5
Emphasis on Family in Home Economics Philosophy and Goals	
The Family as a Social Problem	
Home Economists in Action	
Related Studies	
III. PROCEDURES . . . . .	17
Preparation of Questionnaire	
Sampling Plan	
Collection of Data	
Analysis of Data	
IV. DISCUSSION AND FINDINGS . . . . .	23
Current Status of Participants	
Courses Taken in Family Life	
Opinions of SDSU Graduates	
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	57
Summary	
Conclusions	
Recommendations	
APPENDIX . . . . .	64
SELECTED REFERENCES . . . . .	75

## LIST OF TABLES

Table	Page
1. Marital Status of Participants by College . . . . .	24
2. Areas in Which Family Life was Taught in High School . . . . .	25
3. Family Life Classes at South Dakota State University Taken by Graduates . . . . .	28
4. Graduates' Rating of University Education as Preparation for Marriage and Family Life . . . . .	30
5. Respondents Checking Various Numbers of Problem Areas and Various Numbers of Serious Problems . . . . .	32
6. Problem Areas Rated by Graduates as Not a Problem, a Slight Problem, a Moderate Problem, or a Very Serious Problem in Their Marriage . . . . .	33
7. Where Respondents Have Gone for Help to Solve Marital Problems . . . . .	36
8. Respondents Who Would or Would Not be Willing to Consult a Psychiatrist . . . . .	37
9. Number of Respondents Expressing Varying Degrees of Compatibility with Husbands . . . . .	38
10. Sources of Help for Selection of a Mate . . . . .	40
11. Responses as to Whether or Not Either Parent Has Ever Been Divorced . . . . .	43
12. How Participants Felt About the Marriage Relationship of Their Parents . . . . .	43
13. Influence of Parental Home on Marriage of the Graduates . . . . .	44
14. Respondents Checking "Money" as a Problem Who Ranked Each Source of Help 1, 2, 3, 4, 5, or 6 . . . . .	46

Table	Page
15. Respondents Checking "Training and Disciplining of Children" as a Problem Who Ranked Each Source of Help 1, 2, 3, 4, 5, or 6 . . . . .	47
16. Respondents Checking "In-Law Relationships" as a Problem Who Ranked Each Source of Help 1, 2, 3, 4, 5, or 6 . . . . .	48
17. Respondents Checking "Communication With Mate" as a Problem Who Ranked Each Source of Help 1, 2, 3, 4, 5, or 6 . . . . .	49
18. Respondents Checking "Annoying Personality Traits in Mate" as a Problem Who Ranked Each Source of Help 1, 2, 3, 4, 5, or 6 . . . . .	50
19. Respondents Checking "Social Activities and Recreation" as a Problem Who Ranked Each Source of Help 1, 2, 3, 4, 5, or 6 . . . . .	51
20. Respondents Checking "Sex Relationships" as a Problem Who Ranked Each Source of Help 1, 2, 3, 4, 5, or 6 . . . . .	52
21. Respondents Checking "Housekeeping Standards" as a Problem Who Ranked Each Source of Help 1, 2, 3, 4, 5, or 6 . . . . .	53
22. Respondents Checking "Division of Responsibilities" as a Problem Who Ranked Each Source of Help 1, 2, 3, 4, 5, or 6 . . . . .	54
23. Respondents Checking "Religious Life" as a Problem Who Ranked Each Source of Help 1, 2, 3, 4, 5, or 6 . . . . .	55
24. Respondents Checking "Choice of Friends" as a Problem Who Ranked Each Source of Help 1, 2, 3, 4, 5, or 6 . . . . .	56

## CHAPTER I

### INTRODUCTION

Marriage and the family as we have known them in the past are currently undergoing greater change at a more accelerated rate than ever before in history. Many writers concerned with the family and social problems would lead us to wonder if marriage is disappearing. There is an increase in communal living, exchange of marriage partners, and "open" campus dormitories. The divorce rate has been climbing steadily for a number of years. But when one looks more deeply into communal life, for example, it is discovered that the duration of communal living is generally about two years. A study done by Broderick (10:3) reveals that communes fail to satisfy 90 percent of their members. The main reason is discouragement over job assignment. The communal "drop-outs" drop "into" marriage. Broderick concluded that, "The family as a survival group is no doubt here to stay."

Home economics has had as its goal helping families adapt and adjust to changing situations affecting them. Home economics has been concerned with and has contributed to the betterment of family life and individuals within the family in such areas as child development, housing, nutrition, and clothing. Home economists are working toward more meaningful personal and family relationships as teachers in high schools, universities, and centers for pre-school children, and also in extension, research, and industry. The challenge to home

economists and all others interested in improving family life has never been greater than it is today. In order to improve the quality of family living, more research is needed.

#### Statement of the Problem

Home economics is a family-centered profession. One criterion which may well be used to evaluate the curriculum in home economics is its contribution to the establishment of stable and satisfying family relations. The purposes of this study were to describe South Dakota State University women graduates with respect to certain aspects of family living and to compare home economics graduates with graduates of other curricula with respect to family living variables. Variables of particular interest were:

1. marital stability
2. number of family living classes taken
3. sources of help for selecting a mate
4. problem areas in marriage
5. sources of help for solution of marital problems
6. marital harmony
7. marital harmony of parents
8. influence of parental home on marriage

#### Importance of the Problem

The family unit is basic in our society. Home economists together with many others share continued concern in regard to improving family life in all aspects. It was hoped that information

gathered in this study could be used, even if only in a small way, to improve family life education. Findings may also give some evidence of the extent to which major objectives in the area of family living are being reached.

### Research Design

The survey method was used to collect data. A questionnaire consisting of three sections was mailed to a random sample of women who graduated from South Dakota State University (SDSU)<sup>1</sup> between the years 1955 and 1960. One hundred fifty home economics majors and 150 other majors were included. In addition to marking current status and family life courses taken, respondents were given the opportunity to check items giving their opinions concerning helpfulness of family life courses, as well as commenting on items related to the variables listed in the previous section.

After the data were gathered and tabulated, frequencies were used to summarize results of most questionnaire items. Chi-square was used extensively to determine differences between home economics and other graduates with regard to the various questionnaire items. A mean and t-test were computed for one questionnaire item which required respondents to check one point on a seven point scale.

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<sup>1</sup>Throughout the remainder of this thesis, South Dakota State University will be referred to as SDSU.

### Limitations of the Study

This investigation was limited to women graduates of SDSU. Women only were selected because home economics majors were compared to other majors throughout the study and home economics majors tend to be women.

Two possible sources of bias are recognized in this study. First, many addresses of alumni who graduated ten years ago were not available. Second, not enough divorced, divorced and remarried, or separated graduates responded so that comparisons could be made between those divorced and those living with their husbands.

## CHAPTER II

### REVIEW OF LITERATURE

This review of literature includes the philosophy and goals of home economics as related to family living; a brief summary of the problems families must face today; literature concerned with what home economists are doing to improve family living; and studies, undertaken in fields other than home economics, which are related to family life education and marital stability.

#### Emphasis on Family in Home Economics Philosophy and Goals

In 1909 Mrs. Ellen H. Richards (10:2), the guiding personality in the development of home economics, said that home economics stood for:

1. The ideal home life for today unhampered by the traditions of the past.
2. The utilization of all the resources of modern science to improve the home life.
3. The freedom of the home from the dominance of things and their due subordination to ideals.
4. The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society.

About 1914 the United States government became interested in education for the home. In a bulletin referred to by Bevier (2:171)



and published by the United States Bureau of Education, the reason for this interest was expressed as follows:

For most people the home is the beginning and the end of life. All their activities proceed from it and return to it. Therefore, of all the arts, those pertaining to homemaking are the most important and of all the sciences those which find their application in the home, making us intelligent about the home and its needs, are the most significant.

The challenge still remained in 1958. Olive A. Hall (11:8-10) set up principles on which most colleges of home economics build their philosophies. Again, the reader will notice the family life emphasis. The following is a summary of Hall's guidelines:

1. Home economics should be available to all students.
2. Home economics should not only prepare students for a career but for satisfaction in living.
3. Home economics should help women students become effective homemakers and all students make the best of resources.
4. Basic principles of physical, biological, and social sciences and art should be an integral part of the home economics program.
5. All phases of family life should be included in the College of Home Economics student's work. This study would be in addition to specialization in preparation for a career.
6. Courses in home economics should increase student's awareness of social problems as related to the home and "challenge" students to help overcome these problems.

7. Courses should have practical application to everyday living.

8. Instead of advocating "the right way of living," home economics should help students establish standards according to their own needs and those of society as a whole.

9. All must learn about new concepts and technological advances that influence family life and learn to meet this change constructively.

10. Home economists must meet the challenge to further research directed toward improvement of family life and improvement of the physical environment of the home.

The philosophy and goals set up by a committee of home economists on the national level in 1959 (15:4-5) reiterated some ideas of Ellen H. Richards. Committee members were concerned with strengthening family life through:

1. Educating the individual for family living.
2. Improving the services and goods used by families.
3. Conducting research to discover the changing needs of individuals and families and the means of satisfying these needs.
4. Furthering community, national, and world conditions favorable to family living.

Now that home economics has been organized for about 70 years, emphasis is on community, national, and world conditions as they

affect families. In 1970 National Goals and Guidelines for Home Economics (10:2) were set up as follows:

1. Improve the conditions contributing to man's psychological and social development.
2. Improve the conditions contributing to man's physiological health and development.
3. Improve the physical components of man's near environment.
4. Improve consumer competence and family resource use.
5. Improve the quality and availability of community services which enrich family life.

Home economics has been people-centered since its beginning.

It is the continuing challenge of home economists to work for improvement of conditions affecting individuals and families and to work toward humanizing the environment.

#### The Family as a Social Problem

Family life in America (5:287) was rooted in the concepts of rurality, patriarchy and sacredness. There has been a shift of population from the rural to urban areas. Traditionally, the family was the basic, central unit of production as well as consumption. On a farm there was work for every family member from a very early age, and many times grandparents were included in the family circle. Thus, as family members shared responsibility in the production of goods to supply the needs, a "we" feeling resulted. This has had a tendency to change as families move to the cities. In this rural tradition, father was the authority figure and father's decisions were accepted.

as final. This does not mean fathers were unjust. Fathers did not necessarily misuse their power.

Our tradition also has a religious philosophic base which helped hold families together. Since marriage was a God-ordained institution, remarriage after divorce while both parties were living was questioned. The sex code or marriage system was not generally questioned. Large families were held in high regard. No one talked much about happiness, still loving each other, or about the mental health of a particular child.

Our industrialized society characterized by rapid social change requires a highly adaptive family system. Cavan (4:1-38) stated that the family is adjusting from rural agrarian life to urban industrial life. Problem areas in the family of today involve threatened values and reorganized individual and family needs. There is conflict today over artificially limiting families, the confusing role of the American wife, and the upward social mobility of families. The divorce rate in the United States is high, but Cavan concluded that the public is generally tolerant toward divorce. Because of improved medical care, people live longer; therefore, after child rearing responsibilities are over, married couples have to plan for their retirement years.

Some trends in family structure which are proposed for bettering family life were discussed by Schulz (20:420-425). Trial marriage, in which a couple decide before having children whether or not they are compatible, is one proposal. This marriage relationship could be easily dissolved. If children were involved there should be a

greater effort to preserve the relationship. Group marriage between small numbers of people are a possibility. These arrangements have lasted only a few months or a few years. Polygyny has some desirable aspects especially for those over 60, because there are more aged women than men in our society.

Family instability manifests itself in divorce, separation, desertion, and emotionally broken homes. About 1870 there were only about 1.2 divorces (18:2-4) in this country for every 1000 marriages. Until 1960, the figure remained fairly steady at about nine per 1000 existing marriages. After 1960 the rate of divorce in the United States rose rapidly. Currently the ratio of divorce to marriage is a little less than one in three (19:247). These breakups usually occur after one or two years of marriage. The above figures do not include permanent separations, desertions, or families who stay together unhappily.

Divorce is emotionally expensive to people, communities, and nations. Ogg (18:19-27) suggested some positive steps that could be taken to help remedy the situation. Divorce laws could be modernized and more family courts established. Some courts use a cooling off period in an attempt to give the couple time to settle their conflicts before the divorce becomes final. Many judges wish they had more time to deal with individual cases in an attempt to save marriages when possible. Expanded family counseling and premarital counseling are helpful in some cases. Ogg emphasises the importance of educating children for family life. Loving parents who work together for the

betterment of the family provide their children with the best possible preparation for successful marriage. In conjunction with the above factors, Ogg advocates a realistic program of family life education in the schools from kindergarten to high school. This is where the home economist can be of service.

It would be helpful to have a neat list of the underlying causes of broken homes, but students of the family would agree that the real causes of divorce are numerous and complex (3:367-369). The pattern seems to be that one party is innocent and the other guilty. The innocent one then seeks release from the bonds of matrimony. The legal grounds for divorce indicates some of these wrongs are serious enough to grant the innocent spouse freedom from the guilty spouse. However, legal grounds used for divorce do not always reflect the underlying causes of marital disruption.

A common fallacy about divorce, according to an article in the New York Times (7:17) is that the wealthy and highly educated have a higher divorce rate than the poor and those of limited education do. Comprehensive national statistics are not available concerning this, but those available would lead us to believe that the lowest divorce rate is among the higher professional and business group and the highest rate among working class families.

#### Home Economists in Action

Home economists in many geographic areas, working with people of different age groups, have recognized the need for continued and

increasing emphasis on the teaching of family life. Home economists in Albion, Michigan, in their effort to strengthen family life set up a consulting program. Mothers were helped with "house-homes," health and child care. This program came about in 1962 as a result of the combined effort of a home economics teacher and a public health nurse. The teacher met with the mothers of the community at coffee klatches, classes, and on an individual basis. A home economist in Albion, Michigan (8:502-503) believed that family life education should not be limited to high school students because people learn best at the time of need.

The importance of family life education at the high school level was stressed in a masters study by Massman (17:687). Massman asked the high school graduates who were her former homemaking students in one school, which areas of home economics were most helpful to them for present and future needs. Over one-half of the respondents indicated a need for more experiences in the area of family living and personal relationships. Approximately 71 percent of the single subjects indicated a need for more experiences in understanding factors which seem to encourage happy and successful marriages and for more emphasis on understanding the responsibilities of marriage. The graduates rated preparation for marriage as one of the most beneficial areas of home economics.

Van Overschelde (22:48-49) in her study of the effectiveness of college home economics for family living, indicated that a background

in home economics seemed to make necessary adjustments in family living easier for home economics graduates than those in other majors. She felt, however, that her study could not conclude that a person with a degree in home economics has a more realistic approach to family living.

In the 19th century home economics dealt with teaching "housewifery" and cooking (13:89). In the early 1900's it broadened its scope to include family living. By 1929 fourteen states offered units in family and community relations in homemaking classes in public schools. In 1932 the result of a questionnaire showed courses in family living being taught in 40 states (14:58). During the depression adult classes were introduced. Today home economics is changing to meet new challenges in consumer education, family life, and vocational education.

Alexander (13:89) believed there will be increasing emphasis on consumer education and vocational training, then family life, child development, and nutrition, in that order. She predicted more emphasis on co-educational classes at the upper senior high level in family life education. The estimated enrollment for home economics students in grades nine through 12 in the 1969-70 school year was 3.2 million.

The objectives (16:642) of home economics are concerned with the family as a social institution and various forces that have an impact on it. The American Home Economics Association is the largest educational and scientific organization in America having these kinds of goals.



### Related Studies

A study was undertaken by Behlmer (1:299-301) in 1960 in which he surveyed 950 high school graduates to secure their assistance in evaluating a one-semester family living course that they had taken between the years 1951 and 1957. Results of the 394 returned questionnaires revealed that 40.2 percent said information they had received was regularly applied in their lives, 43 percent said the course was highly useful to everyday living, and 2.5 percent of the graduates electing family life courses indicated the course was of some use to them. Sixty-seven percent believed this information about family living would not have been obtained any place else, and 32 percent indicated they would have learned it somewhere else, but that information secured outside the classroom was frequently poorly presented and inaccurate. Eighty-four percent of the respondents believed senior high is the right place to offer family life courses. Ninety-two percent said the course should remain a part of the high school curriculum. Of the twelve areas in this course, students believed that sex education and qualities to consider in a marriage partner ranked highest in importance.

A longitudinal study was done by Dyer (6:230-233) comparing marital happiness of students who took the Marriage Preparation class with a control group of 466 students who did not take the course. The experimental group consisted of 1509 University of Minnesota students, and the control group was chosen at random from the 1953-54 student directory and matched for year in school, sex, and

college to those who had enrolled in the Marriage Preparation class. One hundred and eleven of the 250 students who responded to the questionnaire were married. A significant number of the control group rated themselves as less-than-happy, so the researcher concluded that perhaps the marriage course was instrumental in influencing the experimental group toward greater satisfaction, at least in the early years of their marriage.

Wetzel (23:419-420) investigated modifications in four personality traits that may be harmful to marriage. The sample consisted of 54 students enrolled in a marriage course and these students were matched according to sex, college classification, AGE rank, and marital status with 54 students enrolled in classes in the schools of Business and Education. The groups were given the Group Rorschach and Personality Section of the Marriage Prediction Schedule at the beginning and at the end of the semester. The experimental group showed movement in a positive direction concerning the personality traits. In the end the experimental group was found to have fewer neurotic traits, better relationships with others, less strong affective reactions, and fewer psychological blocking responses. The researcher suggested that the results of her study imply that educators in the field of family living can influence students by certain classroom experiences which prove to better develop their already existing personality traits.

A survey done by Time magazine (12:78) would indicate that the divorce rate is lower among college graduates than the general public.

United States college graduates were sent questionnaires and the replies were analyzed by the Columbia University Bureau of Applied Social Science. They discovered that former coeds are not as likely to get married, but are more likely to stay married when they do marry. At the time of the survey nine out of ten of the women graduates were living with their husbands, whereas eight out of ten of the population at large were living with their husbands. The combined totals of divorcees and wives living alone after separation from their husbands was only about 4 percent for former coeds compared with 7 percent for all women.

A study was undertaken by Udry (21:204-205) to investigate the relationship of marital instability to race, sex, education, and occupation. When comparing his findings to the 1960 census data, an inverse relationship was discovered between disruption rate and educational status for both sexes and both races.

## CHAPTER III

### PROCEDURES

This discussion of the procedures involved includes the preparation of the questionnaire, selection of the sample, collection of data, and statistical analysis of data.

#### Preparation of Questionnaire

A questionnaire<sup>1</sup> was designed in which possible responses were categorized in order to collect data in a minimum amount of time from a large group of women. The purposes of the survey were to describe SDSU graduates with respect to various areas of family living and to compare home economics graduates with other women graduates with respect to family living variables. Family living variables of concern were marital stability, number of family life classes taken, help in mate selection, problem areas encountered in marriage, help for marital problems, marital satisfaction, compatibility of parental home, and influence of parental home on their marriage. Tentative items in the questionnaire were developed in an effort to pose a number of questions related to the above variables. The nature of some of the items was personal, but the researcher made every effort not to make the questions so personal that respondents would hesitate to answer.

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<sup>1</sup>See Appendix A, page 64.

Copies of the questionnaire were pre-tested with both single and married adults to check for length of time necessary to complete questionnaire, clarity of questions, whether or not questions were of a too personal nature, and general suggestions for improvement. The questionnaire took about twenty minutes to complete. After pre-testing, suggestions for improvement were evaluated, and the final form of the questionnaire was completed and printed by offset printing. Half of the questionnaires were printed on blue paper to be sent to home economics graduates, and the other half were printed on green paper to be sent to other graduates.

There were three sections in the questionnaire. In the first section, Part I, participants were asked for information concerning the year they graduated, their major, sex, and marital status. Part II of the questionnaire dealt with high school, adult, and university courses the women had taken and whether any of the adult courses had been taught by home economists. Graduates were asked in an open-end question what classes not already listed they had taken at SDSU which they believed better helped them understand family members. The final and longest section of the questionnaire (Part III) was concerned with the opinion of the respondents. First they were to rate their university education as preparation for marriage and family life. They were to mark their choice on a seven point scale from one (useless) to seven (very helpful). The respondents were then asked in this section to check problem areas in their marriage as "slight" to "very serious" in degree. They were also asked to rate sources of help in dealing

with these problems. An open-end question gave the women an opportunity to list other marital problems they had encountered which were not listed in the previous question. In another item, respondents were asked what professional person they had consulted for help with a marital conflict and whether or not they would consult a psychiatrist concerning a serious conflict. The final section of the questionnaire dealt with sources of help for mate selection, compatibility of respondent's marriage, compatibility of parent's marriage, and influence of parental home on their marriage.

#### Sampling Plan

One of the main purposes of this study was to compare home economics graduates to graduates of other majors. Because with few exceptions home economics majors are women, it was decided to use only women of other majors in the sample.

This survey was limited to women who graduated from SDSU during the years 1955 through 1960. A list of all graduates of those years and their addresses was obtained from the SDSU Alumni Office. Names which were obviously male names were deleted. In the remaining list there were 245 home economics graduates and 526 other women graduates making a total of 771 women graduates. Three hundred names were sampled using a table of random numbers, 150 home economics graduates, and 150 other graduates. A questionnaire was sent to these 300 graduates.

### Collection of Data

A copy of the questionnaire<sup>1</sup>, a cover letter<sup>2</sup> explaining the survey and asking for participation, a stamped, self-addressed envelope in which to return the completed questionnaire to the researcher, and a self-addressed postcard<sup>3</sup> was sent to each graduate in the sample. The postcard was for the participant to sign and return to the researcher so that follow-up letters would need to be sent only to those not responding. The respondents were asked not to put their names on the completed questionnaires with the hope that they would then feel free to answer the questions honestly. Data were to be coded and punched on Hollerith cards so they could be handled completely impersonally.

Three hundred questionnaires were sent to the SDSU graduates on October 15, 1971, with a request in the cover letter to return them within a week. The participants were asked to sign the enclosed postcard and mail it when their completed questionnaire was in the mail.

On November 1, 1971 follow-up letters<sup>4</sup> were sent to 154 graduates who had not returned the postcard enclosed in the original mailing. About two weeks after the letter, a second reminder, a double postcard<sup>5</sup> was mailed to sixty of the sample who had not responded up to that time. Six questionnaires were returned to the researcher

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<sup>1</sup>See Appendix A, p. 64.

<sup>2</sup>See Appendix B, p. 68.

<sup>3</sup>Printed on the card: "My questionnaire is now in the mail."

<sup>4</sup>See Appendix C, p. 69.

<sup>5</sup>See Appendix D, p. 70.

after the second follow-up reminder. Only one person asked for another questionnaire to be sent.

### Analysis of Data

After the questionnaires were returned, the information on each questionnaire was coded in the blanks provided in the margin under the heading "card coding".<sup>1</sup> The data were punched in computer cards and frequencies tabulated for all items by automatic data processing. The frequency distributions concerning current status, family living courses and opinions of the graduates were then recorded in table form and discussed in Chapter IV of this thesis.

Chi-square ( $\chi^2$ ) was the statistical test used on most questionnaire items to determine whether there were significant differences between home economics graduates and other graduates. The formula for the chi-square test is

$$\chi^2 = \sum \frac{(O-e)^2}{e}$$

where: O = observed frequencies

e = expected frequencies

The means and a t-test were computed for one item to compare differences between home economics and other graduates. Responses to this item, used to rate their education as to usefulness in solving

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<sup>1</sup>See Appendix A, p. 64.



everyday problems in marriage, consisted of a choice of a point on a seven point scale. Percentages were used in some cases to clarify frequency distributions.

## CHAPTER IV

### DISCUSSION AND FINDINGS

The sample in this survey included 300 women who graduated from South Dakota State University between the years 1955 and 1960. The sample was chosen using a table of random numbers. Twenty-three unopened questionnaires were returned because the addressee had left no forwarding address, was unknown, or was deceased. This left a total of 277 questionnaires which reached their destination. Two hundred and six completed questionnaires were returned, which would represent a 74.4 percent return of the 277 questionnaires. Two of the respondents were 1952 graduates and eight were men. Seventy-one women in the sample (25.6 percent) did not respond.

In the remainder of this chapter the information from the questionnaire will be discussed. Tables were used to summarize results, and in some cases chi-square was computed to determine whether or not differences among groups were significant. Of the 206 questionnaires returned, 196 were used in the analysis of data. The eight returned by men and the two from the class of 1952 were not used.

#### Current Status of Participants

Of the 196 completed questionnaires, 181 respondents were married, ten had never married, one was divorced, two were divorced and remarried, and two were widows (see Table 1). Of the 114 Home Economics graduates 106 were married, three had never married, one was divorced, two had been

TABLE 1  
MARITAL STATUS OF PARTICIPANTS BY COLLEGE<sup>a</sup>

College	Married	Single	Divorced	Divorced and Remarried	Widow	Total
Arts and Sciences	33	4	..	..	..	37
Pharmacy	6	..	..	..	..	6
Nursing	25	3	..	..	..	28
General Studies	10	..	..	..	..	10
No response	1	..	..	..	..	1
Subtotal	75	7	..	..	..	82
Home Economics	106	3	1	2	2	114
Total	181	10	1	2	2	196

<sup>a</sup>See Appendix A, Part I, p. 64.

divorced and remarried and two were widows. Marital status of the graduates from other colleges was as follows: 75 married and seven never married. The number of divorced participants in relation to those married is much lower than the national statistics. The sample is not representative of the whole, probably due to failure of divorcees to return questionnaires, so this point will not be pursued any further. It may also be seen in Table 1 that the women returning the completed questionnaires used in the survey were graduates of the following colleges: Home Economics 114, Arts and Sciences 37, Pharmacy 6,

Nursing 27, and General Studies 11. One respondent did not indicate her major on the questionnaire.

### Courses Taken in Family Life

The graduates surveyed received most of their family life training during high school, in units which were part of other courses. One hundred and six of the respondents indicated they had one or more units of family life during high school. Four out of the 196 respondents had a full course in family life, and 16 had two full courses. Forty-five, or about 23 percent, had no family life education in high school.

It is interesting to note in Table 2 that the particular area in

TABLE 2

#### AREAS IN WHICH FAMILY LIFE WAS TAUGHT IN HIGH SCHOOL<sup>a</sup>

Area	Full Course	Units within the Course	No Family Life
Biology	10	2	88
Home Economics	19	84	53
Physical Education	9	23	102
Sociology	13	24	91
Interdepartmental	..	1	86

<sup>a</sup>See Appendix A, Item 5, p. 64.

which the largest number of respondents received a full course in family life or units in family life was home economics. Fifty-three reported that no family life course was taught in their home economics course or that they did not take home economics in high school. Next to home economics, the most often marked areas where family life was included were sociology, with 13 marking "full course" in family life and 24 "a unit within a course," and physical education, with nine checking "full course" and 23 "unit within a course." Only one person indicated a unit within a course which was interdepartmental, and only psychology was listed as the department participating. The following number of respondents checked "no family life" in these areas: physical education 102, sociology 91, biology 88, interdepartmental 86, and as mentioned previously, home economics 53.

In an open-end question<sup>1</sup> asking for other areas where family life was taught in high school, the following courses were listed: maternal and child health, marriage, science, religion, home, physiology, and psychology.

The next item on the questionnaire (Item 6) dealt with adult education classes in family living. Only 19 (10 percent) of the women surveyed reported taking one or more adult classes in family living, whereas 175 indicated that they did not take any. Concerning whether these classes were taught by home economists, four replied "all," five indicated "some," and 10 answered that none of the adult classes had

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<sup>1</sup>See Appendix A, Item 5f, p. 64.

been taught by home economists. This would seem to indicate that perhaps people who are college graduates do not take adult family living classes. One hundred and forty-one SDSU graduates surveyed did not respond to this question of whether or not home economists taught adult family life classes.

Summarization of Item 8 revealed that 71 (37 percent) of all the women in the sample attended two family life courses while at SDSU. Twenty-six respondents took one course; 33 took three courses; and 18 took four or more family life classes. Thirty-four (17 percent) reported not taking any family life courses at SDSU.

The two courses taken most frequently by the graduates were "Child Development in Family" and "Marriage." As indicated in Table 3, home economics majors took many more family living classes than did the students in other majors. Many family living courses are curriculum requirements for home economics majors; therefore, it is not surprising that the chi-square analysis showed that significantly more home economics majors took family life courses at SDSU than did other majors. All courses had a significant difference at the level of .01 except "The Family" which was significant at the .05 level.

The ninth item on the questionnaire was an open-end question asking the participants to list courses taken at SDSU other than those listed in Item 8<sup>1</sup> that they felt had helped them to better understand family members. Psychology was named by 33 graduates as being helpful

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<sup>1</sup>See Appendix A, p. 64.

TABLE 3

FAMILY LIFE CLASSES AT SDSU TAKEN BY GRADUATES<sup>a</sup>

Course	Major in College			Value of Chi-Square
	Home Economics	Other	Total	
C D in the Family	98	19	117	79.9 <sup>c</sup>
Dynamics of Family Development	10	2	12	11.6 <sup>c</sup>
Problems in Family Relations and Child Development	15	2	17	17.5 <sup>c</sup>
The Individual in the Family	22	2	24	22.2 <sup>c</sup>
Marriage	87	24	111	41.2 <sup>c</sup>
The Family	44	15	59	8.2 <sup>b</sup>

<sup>a</sup>See Appendix A, Item 8, p. 54.

<sup>b</sup>Significant at the .05 level

<sup>c</sup>Significant at the .01 level

in understanding family members. Sociology was listed 11 times; nursery school, seven times; child psychology, six times; and pediatric nursing, five times. The following courses were each mentioned four times as helpful in understanding family members: psychiatric nursing, obstetrics, home management, and home management house. The courses that were mentioned three times each were elementary psychology, adolescent psychology, educational psychology, human physiology, personal finance, and nutrition. In summary, psychology and sociology in addition to family life classes at SDSU contributed most to understanding of

family members. Many nursing courses, and other home economics classes (especially in the areas of child development and home management) were also mentioned as being helpful.

#### Opinions of SDSU graduates

In the final section of the questionnaire the graduates were asked for their opinions in regard to helpfulness of university education for marriage, sources of help in selecting a mate, problem areas in their marriage and locating help in solving these problems, and their feelings about the compatibility of their own marriage and of their parents' marriage.

The participants were asked to rate their university education as preparation for marriage and family living<sup>1</sup> by circling one number on a seven-point scale ranging from number one (useless) to seven (very helpful). When the mean was computed for all the respondents marking one of the seven points on the scale the result was 4.07, which would indicate that most of the participants considered their university education somewhat helpful in preparing them for marriage and family life (see Table 4). The mean for home economists was 4.09 and the mean for other majors was 4.03. This would show that home economics majors were similar to other majors with respect to rating of usefulness of their college education as preparation for marriage and family living. It seems strange to the researcher that although home economists in

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<sup>1</sup>See Appendix A, item 10, p. 65.



TABLE 4

GRADUATES' RATING OF UNIVERSITY EDUCATION AS PREPARATION  
FOR MARRIAGE AND FAMILY LIFE<sup>a</sup>

Rating	Major		Total
	Home Economics	Other	
Useless 1	5	9	14
2	9	8	17
3	21	8	29
4	30	15	45
5	25	9	34
6	12	7	19
Very Helpful 7	5	10	15
Mean	4.09	4.03	4.07

<sup>a</sup>See Appendix A, Item 10, p. 28.

$\chi^2 = 13.58$ , significant at the .05 level.

this study took many more family life courses<sup>1</sup> at SDSU than did students in other majors; they rated the helpfulness of their university education nearly the same as other majors. The difference between home economists and other graduates when chi-square was computed, was found to be significant at the .05 level. The fact that the chi-square value was significant even though the difference between the means was

<sup>1</sup>See Table 3, p. 28.

negligible seems to be due to the fact that relatively few of the home economists checked either extreme, whereas the distribution of other graduates responses has quite a number of cases at either extreme. A t-test which was done on this item was not found to be significant.

In the next item on the questionnaire the participants were given a list of possible problem areas that often cause disharmony in marriage and were asked to check if the area had been "not a problem," a "slight problem," a "moderate problem," or a "very serious problem." One hundred and fifty-seven of the respondents indicated that they had never had a very serious problem and twenty-eight had experienced one or more very serious problems (see Table 5). Twelve indicated that they had never experienced any problem, not even a slight one. Five women had four or more "very serious" problem areas. It is interesting to compare the number of problem areas with the number of these which were considered very serious. All the respondents who had five or more problem areas checked that these were "slightly" or "moderately" serious. Eighty-seven graduates checked one, two, or three problem areas, but twenty-three of these problems were very serious. From these data the researcher concluded that few of the participants (20 percent) had "very serious" problems to deal with; however, all but twelve in the study did have some problems, even though they were generally moderate or slight in nature.

TABLE 5

RESPONDENTS CHECKING VARIOUS NUMBERS OF PROBLEM AREAS  
AND VARIOUS NUMBERS OF SERIOUS PROBLEMS<sup>a</sup>

Number of Problem Areas	Problem Areas	Very Serious Problem Areas
One	24	12
Two	29	9
Three	34	2
Four	23	
Four or more		5
Five	18	
Six	22	
Seven or more	24	
None	12	157

<sup>a</sup>See Appendix A, Item 11, p. 65.

Note in Table 6 that the three problem areas which graduates most often checked were money, communication with mate, and in-law relationships. Areas least often a problem for the participants were choice of friends, selfishness of mate, and religious life.

In both the "moderately serious" and "slightly serious" columns, money was the problem area most often checked by the respondents. Money had at some time been a problem in various degrees to 52 percent of the graduates; however, most graduates indicated that it was a slight problem.

TABLE 6

PROBLEM AREAS RATED BY GRADUATES AS NOT A PROBLEM, A SLIGHT PROBLEM, A MODERATE PROBLEM, OR A VERY SERIOUS PROBLEM IN THEIR MARRIAGE<sup>a</sup>

Problem Area	Not a Problem	A Problem			Total	Values of Chi-Square <sup>b</sup>
		Slight	Moderate	Very Serious		
Money	81	52	41	9	102	0.21
Communication with Mate	92	8	29	14	91	3.24
In-law Relationships	96	44	35	8	87	0.52
Training and Disciplining of Children	110	50	21	4	75	4.66
Sex Relationships	123	33	21	3	57	1.11
Social Activities	125	2	15	..	17	2.64
Annoying Personality Traits	128	38	11	6	55	4.93
Division of Responsibilities	137	31	10	2	43	2.55
Housekeeping Standards	141	29	12	1	42	1.71
Religious Life	146	22	9	4	35	1.04
Selfishness of Mate	147	18	8	8	34	1.19
Choice of Friends	151	24	8	1	33	1.90

<sup>a</sup>See Appendix A, Item 11, p. 65.

<sup>b</sup>Nonrespondents not included in table or in calculation of chi-square.

The problem area most often checked in the "very serious" column was communication with mate. Communication with mate was a problem to 91 respondents. Fourteen found it a "very serious" problem, 29 found it a "moderate" problem, and eight found communication with mate a "slight" problem. The data seem to indicate that if communication were a problem at all, it was "moderate" to "very serious" in nature; whereas many of the other problem areas tended to be slight in nature.

In-law relationships was the third most checked problem area with 44 checking it as a "slight" problem; 35, a "moderate" problem; and eight, a "very serious" problem.

Training and disciplining of the children was the fourth area most often checked as a problem for the respondents. Fifty considered this problem area as a "slight" problem; 21 a "moderate" problem; and four participants felt that training and disciplining of the children was for them a "very serious" problem.

The remaining eight problem areas in Table 6 were not a problem to over one half of the respondents. These areas were more often "slight" problems with the exception of social activities which was most often a "moderate" problem. It may be noted that social activities is the only area not checked by at least one person as being a "serious" problem.

Chi-square values were computed to determine if there were differences between home economics and other graduates concerning problem areas. There were a few non-respondents and they were not used in the chi-square computation. There were no significant

differences found between home economics and other graduates with regard to problem areas in their marriages.

The persons involved in this study were asked to list other problem areas in their marriage that had not been listed in the previous question.<sup>1</sup> Four women indicated alcoholism was a problem in their marriages. The following problems were each mentioned by two respondents: (1) infidelity, (2) location of dwelling, (3) time for both husband and children, and (4) excessive travel time required by husband's job. The problem areas mentioned by only one person were:

1. domestic help
2. baby sitters
3. temper
4. serious medical problem
5. hectic mealtimes
6. time to be together
7. emotional instability of mate
8. small talk important to one but not the other
9. communication and trust in children
10. immature, unreliable, neurotic, dishonest mate
11. government problems eating away at husband's personality
12. mental illness of mother-in-law
13. feeling trapped with pre-school children at home
14. husband too materialistic
15. independence of each individual
16. mate a "morning" person, respondent a "night" person

The graduates were further asked where they went for help when faced with marital snags.<sup>2</sup> Fifty percent checked that they had never gone to a clergyman, doctor, counselor, or psychiatrist for help with a marital conflict. Fourteen of the 186 who were married had gone to one professional person for help; eight had gone to two persons; and

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<sup>1</sup>See Appendix A, Item 12, p. 65.

<sup>2</sup>See Appendix A, Item 13, p. 65.

only two of the sample had gone to three or more persons for help. Sixty-three did not respond. Many of the women noted in various parts of the questionnaire that they usually talked over problems with their mates and reached a satisfactory solution. According to the data in Table 7, the graduates are more likely to go to a minister, priest, or

TABLE 7  
WHERE RESPONDENTS HAVE GONE FOR HELP  
TO SOLVE MARITAL PROBLEMS<sup>a</sup>

Source	Major		Total	Values of Chi-Square <sup>b</sup>
	Home Economics	Other		
Medical Doctor	6	2	8	0.68
Marriage Counselor	5	1	6	1.30
Psychiatrist	2	3	5	0.98
Clergy	10	5	15	0.21
Ann Landers	1	..	1	0.63
No one	57	36	93	0.03

<sup>a</sup>See Appendix A, Item 13, p. 65.

<sup>b</sup>All chi-square values not significant.

rabbi for help with marital problems. Fifteen had gone to a clergyman; eight to a medical doctor; six to a marriage counselor; five to a psychiatrist; and one to Ann Landers or similar columnist for help with problems in marriage. Differences between home economics and other graduates were not found to be significant when chi-square values

were computed. Several respondents wrote a note on the questionnaire stating that they turn to their religious faith when faced with problems.

The participants were asked in Item 14 if they would consult a psychiatrist if faced with a serious conflict. Because several women wrote by this item that they would go to a psychiatrist for conflicts only if problems were other than marital in nature, this question should have been worded, "If you had a serious marital conflict, would you be willing to consult a psychiatrist?" Some just wrote in "marital conflicts?" near the item. The researcher concluded that the graduates in these cases were not sure what exactly was meant by the question, and that it did make a difference in their response. One hundred and fifty-eight (81 percent) of the respondents indicated they would be willing to go to a psychiatrist if faced with a serious conflict (see Table 8). Only 22 of the respondents indicated they would not

TABLE 8

RESPONDENTS WHO WOULD OR WOULD NOT BE WILLING  
TO CONSULT A PSYCHIATRIST<sup>a</sup>

College	Yes	No
Home Economics	89	11
Other	60	11
Total	158	22

<sup>a</sup>See Appendix A, Item 14, p. 66.

$\chi^2 = 1.16$ , not significant.



be willing to consult a psychiatrist. When the chi-square test was computed, there was no significant difference between home economics and other majors.

As can be readily seen in Table 9, the respondents tended to rate their marriages high in compatibility. Ninety percent of the graduates rated their marriage relationship either "very" or "usually" compatible. This seems like a very high percentage. It is highly

TABLE 9

NUMBER OF RESPONDENTS EXPRESSING VARYING DEGREES OF  
COMPATIBILITY WITH HUSBANDS<sup>a</sup>

Degree of Compatibility	Home Economists	Other Majors	Total
Very Compatible	59	42	102
Usually Compatible	44	30	75
Sometimes Compatible	2	6	8
Incompatible	2	..	1

<sup>a</sup>See Appendix A, Item 15, p. 66.

$\chi^2 = 0.84$ , not significant

probable, however, that many of the 71 persons who failed to return the questionnaire were people who would have tended to rate their marriages as less compatible than the graduates that did respond. In the chi-square test the difference between home economists and other majors was not significant.

Recognizing that mate selection is an important factor in marital success, the researcher asked the participants to check where they received help for selection of a mate and whether the source of help was "helpful," of "questionable value," or of "no help." Many graduates wrote a note mentioning that some of the sources they checked as "no help" were of no help because the particular source was not available to them. This should be kept in mind when reading Table 10. The participants as a whole found books and periodicals, church youth groups, relatives, and peers to be most helpful to them in selecting a mate. Sixty-three percent of the respondents found help from books and periodicals. A significantly larger number of home economists found help from books and periodicals, high school home economics classes, and rural sociology and home economics classes at SDSU.

Over 50 percent of the graduates found church youth groups, relatives, and peers to be helpful in mate selection. Other sources that were of help were school counselor and rural sociology and home economics classes at SDSU. It is encouraging to note that quite a number found help in college classes. The following number of graduates took home economics family living courses at SDSU:<sup>1</sup>

Child Development in the Family	117
Dynamics of Family Development	12
Problems in Family Relations and Child Development	17
The Individual and the Family	23

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<sup>1</sup>See Appendix A, Item 6, page 64.

TABLE 10  
SOURCES OF HELP FOR SELECTION OF A MATE<sup>a</sup>

Source of Help	No Help	Questionable Value	Helpful	Value of Chi-Square
Books and Periodicals	21	24	123	7.51 <sup>b</sup>
Church Youth Group	55	13	106	2.23
Relatives	33	23	106	0.25
Peers	35	30	104	0.68
School Counselor	143	4	81	0.61
Rural Sociology Classes at SDSU	59	27	80	22.09 <sup>c</sup>
Home Economics Classes at SDSU	72	21	70	63.97 <sup>c</sup>
High School Home Economics Classes	99	19	44	9.18 <sup>b</sup>
Other High School Classes	107	21	30	4.81
Church Youth Counselor	126	3	29	0.02
4 H	117	19	28	4.29
YMCA, YWCA	145	3	5	0.86

<sup>a</sup>See Appendix A, Item 16, p. 66.

<sup>b</sup>Significant at the .05 level.

<sup>c</sup>Significant at the .01 level.

When relating questionnaire, Item 8 to Item 16, it can be seen that 70 women found that home economics classes at SDSU were helpful to

them when selecting a mate and 21 believed the classes to be of questionable value to them. One hundred and eleven graduates took "Marriage" and 59 took "The Family" (see Table 3) while attending SDSU. When asked to rate the helpfulness of rural sociology classes at SDSU, 80 respondents found them to be "helpful" and 28 found them to be "questionable value" in helping to select a mate.

According to Item 5b in the questionnaire<sup>1</sup>, 19 of the participants took a full course in family life in high school and 84 had a unit in family living as a part of their home economics class. When Item 16 on the questionnaire<sup>2</sup> concerning mate selection was analyzed, it was discovered that 44 respondents found high school home economics classes "helpful" in mate selection and 19 graduates were given "questionable" help (see Table 10). The researcher concluded that of the 103 graduates who had some family living in high school home economics classes, 44 found their training helpful in selecting a mate. The sources checked least often as "helpful" were YMCA, YWCA 5, 4-H 28, church youth counselor 29 and other high school classes 30.

Seven graduates indicated when responding to the open-end Item 16m that another source of help when selecting a mate was the example and guidance of parents. Two respondents indicated that

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<sup>1</sup>See Appendix A, p. 64.

<sup>2</sup>See Appendix A, p. 66.

teachings from their church and prayer had helped them to select a mate. The following were other sources of help mentioned:

1. nursing classes at SDSU
2. education classes at SDSU
3. all teachers
4. small town morals
5. experience of dorm living
6. waiting until age 30 to make choice on more mature values
7. good marriage of friends
8. modeling impact of married couples in the community

The next three items on the questionnaire (17, 18, and 19) dealt with the marriage relationship of the respondent's parents and the influence of the parental home on the respondent's marriage. The researcher discovered that very few of the parents of the graduates returning a completed questionnaire had ever been divorced (see Table 11). Indeed only 9, or 4.6 percent, of the parents of the graduates had been divorced. It is interesting to note that all but one of the participants whose parents were divorced felt that the influence of their parental home was a positive influence on their own marriage. The one exception was the respondent who replied that her parental home had both a positive and negative effect on her marriage.

The graduates were then asked to rate the marriage relationship of their parents.<sup>1</sup> Most graduates considered the marriage relationship

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<sup>1</sup>See Appendix A, Item 18, p. 66.

TABLE 11

RESPONSES AS TO WHETHER OR NOT EITHER PARENT  
HAS EVER BEEN DIVORCED<sup>a</sup>

College	Yes	No
Home Economics	4	107
Other	5	77
Total	9	184

<sup>a</sup>See Appendix A, Item 17, p. 66.

of their parents as being "usually compatible" (see Table 12), but as a whole the women considered their own marriages to be "very

TABLE 12

HOW PARTICIPANTS FELT ABOUT THE MARRIAGE  
RELATIONSHIP OF THEIR PARENTS<sup>a</sup>

Degree of Compatibility	Home Economists	Other Majors	Total
Very Compatible	36	21	57
Usually Compatible	56	35	91
Sometimes Compatible	9	11	20
Incompatible	3	3	6
Prefer Not to Answer	1	2	3

<sup>a</sup>See Appendix A, Item 18, p. 66.

compatible" (see Table 9). Ninety-one of the women responding considered their parents' marriage as "usually compatible"; 57, "very compatible"; 20, "sometimes compatible"; six, "incompatible"; and three preferred not to answer. Several of the participants did not respond in the blanks provided because one parent had died when they were very young.

One hundred and sixty-five (89 percent) of the 186 graduates who are or have been married regarded the influence of their parental home as having a positive effect on their own marriage (see Table 13).

TABLE 13

INFLUENCE OF PARENTAL HOME ON MARRIAGE OF THE GRADUATES<sup>a</sup>

Influence	College		Total
	Home Economics	Other	
Positive	99	66	165
Negative	7	5	12
Both	3	1	4

<sup>a</sup>See Appendix A, Item 19, p. 67.

Only 12 respondents considered the effect of their parental home on their marriage to be negative. It was of interest to the researcher to check the questionnaires of these 12 people.

None of their parents were divorced. These graduates considered their parents' marriage relationship as follows:

very compatible	1
usually compatible	5
sometimes compatible	5
incompatible	1

It seems that even a compatible relationship between parents could result in a negative effect on the marriage of the children. It is appropriate at this point to remind the reader that as previously stated, eight of the nine respondents whose parents had been divorced considered their parental home to have had a positive effect and one indicated both a positive and a negative effect on their marriage.

Graduates were asked in the last question on the questionnaire<sup>1</sup> to rank sources of help for each problem area they had encountered during their marriage. Tables 14 through 24 have been prepared so that each problem area may be discussed separately. In addition to ranking items in the prescribed way, many graduates wrote notes on the last page of the questionnaire stating that talking over problems with mates and consulting books and periodicals had been their primary methods of securing help in solving problems. In eight of the 11 problem areas, the example of the parental home was the primary source of help most often checked by the respondents.

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<sup>1</sup>See Appendix A, Item 20, p. 67.



Money was a problem more often than any other area (see Table 14). Respondents found the most help from the example of their parental home, 53 persons ranking this first as a source of help. The other sources of help were of negligible value to the participants. The source where least help was obtained was "church, YMCA, etc."

TABLE 14

RESPONDENTS CHECKING "MONEY" AS A PROBLEM WHO RANKED  
EACH SOURCE OF HELP 1, 2, 3, 4, 5, OR 6<sup>a</sup>

Possible Source of Help	Rank			
	1	2	3	4, 5, or 6
Example of Parental Home	53	3	6	33
Advice from Parents	8	12	4	70
University Courses	6	21	5	62
Discussion with Friends	8	17	9	60
Professional Advice	9	2	2	81
Church, YMCA, etc.	..	2	2	90

<sup>a</sup>85 did not find this area to be a problem.

Second only to money as a problem area was the training and disciplining of children. The three sources of help most often checked were "example of parental home," "university courses" and "discussion with friends" (see Table 15). It is of interest to note that 37 respondents ranked "example of the parental home" first in helpfulness; whereas, in 73 cases where training and disciplining of children was a problem, "advice from parents" (row 2) was not ranked as helpful.

TABLE 15

RESPONDENTS CHECKING "TRAINING AND DISCIPLINE OF CHILDREN"  
AS A PROBLEM WHO RANKED EACH SOURCE OF HELP  
1, 2, 3, 4, 5, OR 6<sup>a</sup>

Possible Source of Help	Rank			
	1	2	3	4, 5, or 6
Example of Parental Home	37	9	6	31
Advice from Parents	1	5	4	73
University Courses	17	19	8	39
Discussion with Friends	12	16	15	40
Professional Advice	6	6	1	70
Church, YMCA, etc.	6	6	7	64

<sup>a</sup>94 did not find this area to be a problem.

In-law relationships was another area that often was a problem to participants. The primary sources of help, according to Table 16, were "discussion with friends" and "example of parental home."

TABLE 16

RESPONDENTS CHECKING "IN-LAW RELATIONSHIPS" AS A  
PROBLEM WHO RANKED EACH SOURCE OF HELP  
1, 2, 3, 4, 5, OR 6<sup>a</sup>

Possible Source of Help	Rank			
	1	2	3	4, 5, or 6
Example of Parental Home	21	5	4	50
Advice from Parents	13	6	4	57
University Courses	5	5	5	65
Discussion with Friends	24	14	3	39
Professional Advice	4	..	1	75
Church, YMCA, etc.	6	4	6	64

<sup>a</sup>97 did not find this area to be a problem.

Communication with mate was the fourth most serious problem area to the graduates. Ninety-eight checked this area not a problem. Table 17 indicates that the participants received the most help from the "example of the parental home," "discussion with friends," and "university courses."

TABLE 17

RESPONDENTS CHECKING "COMMUNICATION WITH MATE" AS A  
PROBLEM WHO RANKED EACH SOURCE OF HELP  
1, 2, 3, 4, 5, OR 6<sup>a</sup>

Possible Source of Help	Rank			
	1	2	3	4, 5, or 6
Example of Parental Home	19	11	5	40
Advice of Parents	6	2	3	64
University Courses	14	10	2	49
Discussion with Friends	15	10	9	41
Professional Advice	6	4	1	64
Church, YMCA, etc.	6	9	4	55

<sup>a</sup>96 did not find this area to be a problem.

Annoying personality traits in mate was not considered a problem to 121 respondents. Again the primary source of help was the example of the parental home (see Table 18).

TABLE 18

RESPONDENTS CHECKING "ANNOYING PERSONALITY TRAITS IN MATE"  
AS A PROBLEM WHO RANKED EACH SOURCE OF HELP  
1, 2, 3, 4, 5, or 6<sup>a</sup>

Possible Source of Help	Rank			
	1	2	3	4, 5, or 6
Example of Parental Home	17	3	6	25
Advice from Parents	6	3	1	40
University Courses	8	6	6	30
Discussion with Friends	9	9	1	30
Professional Advice	2	2	2	44
Church, YMCA, etc.	3	11	1	35

<sup>a</sup>121 did not find this area to be a problem.

Social activities and recreation was not considered a problem by 124 participants. The graduates found the "example of parental home" and "discussion with friends" to be of most help with this problem area (see Table 19).

TABLE 19

RESPONDENTS CHECKING "SOCIAL ACTIVITIES AND RECREATION"  
AS A PROBLEM WHO RANKED EACH SOURCE OF HELP  
1, 2, 3, 4, 5, OR 6<sup>a</sup>

Possible Source of Help	Rank			
	1	2	3	4, 5, or 6
Example of Parental Home	17	4	4	28
Advice from Parents	1	3	1	47
University Courses	4	3	4	41
Discussion with Friends	15	14	1	22
Professional Advice	2	1	1	48
Church, YMCA, etc.	7	2	2	40

<sup>a</sup>124 did not find this area to be a problem.

Sex relationships was checked as not a problem by 125 respondents. Those that had problems in this area received most help from "professional advice" (see Table 20), but it may be observed that no source of help was checked by more than 10 respondents.

TABLE 20

RESPONDENTS CHECKING "SEX RELATIONSHIPS" AS A  
PROBLEM WHO RANKED EACH SOURCE OF HELP  
1, 2, 3, 4, 5, OR 6<sup>a</sup>

Possible Source of Help	Rank			
	1	2	3	4, 5, or 6
Example of Parental Home	5	0	1	46
Advice from Parents	1	2	1	48
University Courses	8	5	2	37
Discussion with Friends	9	3	5	35
Professional Advice	10	5	2	35
Church, YMCA, etc.	6	5	2	39

<sup>a</sup>125 did not find this area to be a problem.

Housekeeping standards did not seem to be a problem area to many respondents. One hundred and thirty-two checked this area as not a problem. As in most of the problem areas above, the "example of parental home" ranked first as a source of help (see Table 21).

TABLE 21

RESPONDENTS CHECKING "HOUSEKEEPING STANDARDS" AS A  
PROBLEM WHO RANKED EACH SOURCE OF HELP  
1, 2, 3, 4, 5, OR 6<sup>a</sup>

Possible Source of Help	Rank			
	1	2	3	4, 5, or 6
Example of Parental Home	28	7	2	10
Advice from Parents	3	3	2	38
University Courses	5	8	2	31
Discussion with Friends	5	6	7	28
Professional Advice	1	2	1	42
Church, YMCA, etc.	1	..	1	44

<sup>a</sup>132 did not find this area to be a problem.



The last problem area in Item 20 of the questionnaire was division of responsibilities. One hundred and thirty-four respondents did not find this area a problem. As with many other problem areas, "example of parental home" was the most helpful in dealing with this problem (see Table 22). "Discussion with friends" was second most helpful. The other sources were useful to only a few of the graduates.

TABLE 22

RESPONDENTS CHECKING "DIVISION OF RESPONSIBILITIES"  
AS A PROBLEM WHO RANKED EACH SOURCE OF HELP  
1, 2, 3, 4, 5, OR 6<sup>a</sup>

Possible Source of Help	Rank			
	1	2	3	4, 5, or 6
Example of Parental Home	15	5	4	17
Advice from Parents	4	3	2	32
University Courses	4	3	4	30
Discussion with Friends	7	11	4	19
Professional Advice	3	2	..	36
Church, YMCA, etc.	4	3	3	31

<sup>a</sup>134 did not find this area to be a problem.

Religious life was not a major problem for the graduates. The data in Table 23 reveal that the "example of parental home" was most helpful in this area to those to whom this was a problem and "church, YMCA, etc." constituted the secondary source of help.

TABLE 23

RESPONDENTS CHECKING "RELIGIOUS LIFE" AS A PROBLEM  
WHO RANKED EACH SOURCE OF HELP  
1, 2, 3, 4, 5, OR 6<sup>a</sup>

Possible Sources of Help	Rank			
	1	2	3	4, 5, or 6
Example of Parental Home	14	6	..	16
Advice from Parents	3	1	1	31
University Courses	1	0	..	35
Discussion with Friends	4	2	3	27
Professional Advice	..	1	1	34
Church, YMCA, etc.	8	5	2	20

<sup>a</sup>141 did not find this area to be a problem.

Choice of friends was rarely a problem for the participants in this survey. In fact, 151 respondents checked in Item 20 that this area was not a problem. According to Table 24, "discussion with friends" and "example of parental home" were again most often marked as being a source of help to the graduates.

TABLE 24

RESPONDENTS CHECKING "CHOICE OF FRIENDS" AS A  
PROBLEM WHO RANKED EACH SOURCE OF HELP  
1, 2, 3, 4, 5, OR 6<sup>a</sup>

Possible Source of Help	Rank			
	1	2	3	4, 5, or 6
Example of Parental Home	5	2	..	19
Advice from Parents	2	4	..	19
University Courses	2	..	3	20
Discussion with Friends	8	1	3	13
Professional Advice	..	2	..	23
Church, YMCA, etc.	4	1	1	18

<sup>a</sup>151 did not find this area to be a problem.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this survey was to describe SDSU women graduates with respect to certain aspects of family living and to compare home economics graduates with other graduates in relation to marital stability, family life courses taken and the usefulness of these courses, help received in mate selection, problems encountered in marriage and source of help to cope with these problems, compatibility in marriage, compatibility of parents' marriage and its effect on respondent's own marriage relationship.

In order to investigate the above variables, a questionnaire consisting of three parts was designed. One section provided information about current status of the graduates, the second section was concerned with family life courses taken by the graduates, and the final and longest section requested the participants to give their opinions on items dealing with their own marriage and that of their parents.

The questionnaire was mailed to a random sample of 300 women who graduated from SDSU during the years 1955 through 1960. One hundred and fifty persons sampled were home economics majors and 150 were other majors. Completed questionnaires were received from 206

graduates, 74.4 percent of the women who received the questionnaire. Twenty-three of the questionnaires did not reach their destination. One hundred and ninety-six of the questionnaires were usable.

Most of the graduates were married (181), ten were single, one divorced, two divorced and remarried, and two widowed. One hundred and fourteen respondents were home economics majors and 82 were other majors.

Family life education in high school was most often received as one or more units which were part of another course. A number of graduates, however, had had a full course in family life education taught by the home economics teacher. Twenty-three percent had no family life education in high school.

Only 10 percent of the women surveyed indicated taking one or more adult classes in family living.

Home economics majors took significantly more family living classes at SDSU than did other majors. Thirty-seven percent of the participants took two family life classes at SDSU, and 17 percent did not take any such classes. Courses other than family life courses most often listed as helping the graduates better understand family members were psychology and sociology. Many nursing, child development, and home management classes were listed frequently as helpful.

The participants rated the helpfulness of their university education as preparation for marriage on a seven point scale. When the means were computed for both home economists and other graduates, there was very little difference discovered between them. However,

a significant chi-square test indicated that the frequencies in the two groups were distributed differently. The mean for all graduates was 4.07 on a seven point scale which would indicate that the respondents considered their education somewhat helpful as preparation for marriage.

Participants received the most help in mate selection from books and periodicals, church youth groups, relatives, and peers. Quite a number also found help in high school home economics and college family living classes. There were some sources of help for selecting a mate that home economics majors found significantly more helpful than did other graduates.

Participants were asked to indicate problem areas in their marriages, persons they had consulted for help, and other sources of help in solving marriage problems. Only 20 percent of the respondents had "very serious" problems to cope with; however, all but twelve of the graduates did have some problems which were most often "slightly" to "moderately" serious. Communication with one's mate was the area most often checked in the "very serious" column. The three areas most often considered a problem were money, in-law relationships, and training and disciplining of children. Choice of friends, selfishness of mate, and religious life were least often a problem. There were no significant differences between home economists and other majors in regard to problem areas in marriage.

Half of the respondents had never consulted a clergyman, doctor, counselor, or psychiatrist for help with marital conflicts;

however, 31 percent indicated they would be willing to consult a psychiatrist for help. The data indicated that participants are most likely to go to a clergyman for help.

Many respondents indicated books and periodicals and discussion with mate as helpful in solving marital problems. In eight of the 11 problem areas listed in the questionnaire, example of parental home was checked as the primary source of help. Discussion with friends and university courses were also considered somewhat helpful in solving marital problems.

Concerning marital harmony, most of the respondents rated their marriages very high. One hundred and seventy-seven of the 186 married graduates rated their marriages either "very compatible" or "usually compatible." There was no significant difference between the way home economics majors and other majors rated their marriages.

The respondents rated the marriage relationship of their parents considerably lower than their own. One hundred and one checked their parents' marriage as "usually" or "sometimes" compatible; however, 57 checked "very compatible."

Eighty-nine percent of the graduates considered the influence of their parental home to have a positive effect on their marriage. Only 4.6 percent of the respondents' parents were divorced.

### Conclusions

Assuming that the respondents are a reasonably unbiased sample of recent SDSU graduates, the following conclusions can be drawn:

1. Most of the family life education classes taken in high school by the graduates of SDSU are a part of home economics classes.
2. Relatively few SDSU graduates take adult family living classes.
3. Home economics graduates take more family living courses while at SDSU than do other graduates.
4. SDSU courses other than family life classes which are considered to be most helpful in understanding family members are psychology and sociology.
5. Home economics majors are more likely to rate their college education as helpful with respect to preparation for marriage than are other majors. On the average, however, they all seem to consider their education as somewhat helpful as preparation for marriage.
6. Respondents find most help in mate selection from books and periodicals, church youth groups, relatives, and peers. In addition to these, home economics majors find rural sociology, home economics family living classes at SDSU, and high school home economics classes helpful in mate selection.
7. Money, in-law relationships, and training and disciplining of children are most often the problem areas in marriage. The marital problems in general are slight or moderate in degree of seriousness.



8. The problem most often considered as very serious by persons to whom it is a problem is communication with mate.

9. If graduates go to someone for help concerning marital problems, they are most likely to consult a clergyman.

10. Example of parental home, discussion with friends or mate, and books and periodicals are the sources most helpful to graduates in solving marital problems.

11. More than half of the graduates consider their own marriage relationships to be "very compatible," whereas, about half consider their parents' marriage relationship as being "usually compatible."

12. Most of the graduates believe the influence of their parental home to have a positive effect on their own marriages.

#### Recommendations

Many of the findings should be encouraging to those who carry the major responsibility for teaching family life at SDSU. However, it is suggested that thought be given to the possibility of incorporating into some required class or classes at SDSU for all students some practical help on handling money, training and disciplining of children, and in-law relationships.

Few SDSU graduates are taking adult family living classes. It is suggested that a further study be done in this area to discover whether adult family living classes are being taught, who is taking them, who is teaching them, and whether or not there is a need for more such classes.

Another suggestion for further study is to use an adapted form of the questionnaire used in this study to gather similar data from non-college graduates, graduates of other universities, and/or graduates of vocational schools. The results could then be compared to learn whether the responses are similar to the sample in the present study.



# APPENDIX

TABLE 1	
SUMMARY OF DATA	
Year	Value
1950	1.0
1951	1.1
1952	1.2
1953	1.3
1954	1.4
1955	1.5
1956	1.6
1957	1.7
1958	1.8
1959	1.9
1960	2.0
1961	2.1
1962	2.2
1963	2.3
1964	2.4
1965	2.5
1966	2.6
1967	2.7
1968	2.8
1969	2.9
1970	3.0

## APPENDIX A

## QUESTIONNAIRE

NO NAME PLEASE!!



Survey of Current Status,  
Opinions and Information from  
Graduates of South Dakota State University  
from 1955 - 1960



DIRECTIONS: Please check the appropriate blank or fill in the information requested.

## PART I - YOUR CURRENT STATUS

Please tell us some things about yourself.

1. Year of graduation from SDSU \_\_\_\_\_ 2. Your major \_\_\_\_\_  
3. Sex \_\_\_\_\_  
4. Are you 1. Single \_\_\_\_\_ 2. Married \_\_\_\_\_ 3. Separated \_\_\_\_\_  
4. Divorced \_\_\_\_\_ 5. Divorced and remarried \_\_\_\_\_ or 7. Widowed and  
remarried \_\_\_\_\_

Card  
Coding  
1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_

## PART II - COURSES YOU HAVE TAKEN IN FAMILY LIFE

5. In which areas were you taught family life in high school?

	Full Course	Unit within the course	No family life	
a. Biology . . . . .	_____	_____	_____	8 _____
b. Home Economics . . . . .	_____	_____	_____	9 _____
c. Physical Education . . . . .	_____	_____	_____	10 _____
d. Sociology . . . . .	_____	_____	_____	11 _____
e. Interdepartmental . . . . .	_____	_____	_____	12 _____
(Please list departments) _____				13 _____
f. Other areas (Please specify) _____				

6. What adult education classes in family living have you taken?  
If none, check here \_\_\_\_\_

How many of them taught by a Home Economist?  
All \_\_\_\_\_ Some \_\_\_\_\_ None \_\_\_\_\_

8. Check courses in family living you have taken at SDSU.
- |                                     |                   |          |
|-------------------------------------|-------------------|----------|
| Home Economics                      | Rural Sociology   | 17 _____ |
| ___ Child Development in the Family | ___ Marriage      | 18 _____ |
| ___ Dynamics of Family Development  | ___ The Family    | 19 _____ |
| ___ Problems in Family Relations    | ___ None of these | 20 _____ |
| ___ and Child Development           |                   | 21 _____ |
| ___ The Individual and the Family   |                   | 22 _____ |
| ___ Fundamentals of Parenthood      |                   | 23 _____ |
| ___ None of these                   |                   |          |

-2-

9. Please list courses you took at SDSU other than those listed above that you believe helped you to better understand family members.

---



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## PART III - YOUR OPINION PLEASE

10. How do you rate the university education you obtained as preparation for marriage and family life? On this seven point scale from very helpful to useless circle the number which represents the degree to which you feel your university education helped to prepare you for successful marriage. 24 \_\_\_\_\_

Useless                      Mid point                      Very  
                                  1    2    3    4    5    6    7                      Helpful

Those who have never married - omit items 11 through 15.

11. Most marriages are happy, but there is a measure of disharmony in all marriages. Have you had to deal with any of the following problems in marriage?

	Has been a Problem		If yes, how serious?			
	Yes	No	Very	Moderately	Slightly	
a. Money . . . . .	_____	_____	_____	_____	_____	25 _____
b. In-law relationships . . . . .	_____	_____	_____	_____	_____	26 _____
c. Sex relationships . . . . .	_____	_____	_____	_____	_____	27 _____
d. Social activities and recreation . . . . .	_____	_____	_____	_____	_____	28 _____
e. Choice of friends . . . . .	_____	_____	_____	_____	_____	29 _____
f. Religious life . . . . .	_____	_____	_____	_____	_____	30 _____
g. Training and disciplining of children . . . . .	_____	_____	_____	_____	_____	31 _____
h. Housekeeping standards . . . . .	_____	_____	_____	_____	_____	32 _____
i. Annoying personality traits . . . . .	_____	_____	_____	_____	_____	33 _____
j. Selfishness in mate . . . . .	_____	_____	_____	_____	_____	34 _____
k. Communication with mate . . . . .	_____	_____	_____	_____	_____	35 _____
l. Division of responsibilities . . . . .	_____	_____	_____	_____	_____	36 _____

12. If you are or have been married, list other problem areas in your marriage.

37 \_\_\_\_\_  
 38 \_\_\_\_\_

13. If you have run into marital snags, to whom have you gone for help?

39 \_\_\_\_\_

If divorced, to whom did you go prior to legal proceedings?

40 \_\_\_\_\_

\_\_\_ a. Medical doctor

\_\_\_ d. Minister, priest or rabbi

41 \_\_\_\_\_

\_\_\_ b. Marriage counselor

\_\_\_ e. Ann Landers or similar

42 \_\_\_\_\_

\_\_\_ c. Psychiatrist

\_\_\_ f. columnist

43 \_\_\_\_\_

\_\_\_ f. No one

44 \_\_\_\_\_

- 3 -

14. If you had a serious conflict, would you be willing to consult a psychiatrist? Yes \_\_\_\_\_ No \_\_\_\_\_ 45 \_\_\_\_\_  
46 \_\_\_\_\_

15. Marriages have their "ups" and "downs" and you may be going through an "up" or "down", but in general, how do you feel about your marriage?

CHECK ONLY ONE.

- \_\_\_ 1. Very compatible - working together for the betterment of ourselves and our future. 47 \_\_\_\_\_  
\_\_\_ 2. Usually compatible - have more "ups" than "downs", generally content.  
\_\_\_ 3. Sometimes compatible - more "downs" than "ups", but willing to keep trying.  
\_\_\_ 4. Incompatible - Incapable of living harmoniously - all "downs".  
\_\_\_ 5. Prefer not to answer this.

16. Who you select as a partner has as much as anything to do with marital satisfaction. From which of the following sources did you receive help in what to consider when choosing a mate:  
PLEASE CHECK EACH ITEM IN ONE OF THE THREE COLUMNS.

Source of Help	No help Received	Teaching was Helpful	Teaching of Questionable Value to me	
a. Church youth groups . . . . .	_____	_____	_____	48 _____
b. YMCA, YWCA . . . . .	_____	_____	_____	49 _____
c. 4H . . . . .	_____	_____	_____	50 _____
d. Books, periodicals . . . . .	_____	_____	_____	51 _____
e. Church youth counselor . . . . .	_____	_____	_____	52 _____
f. School counselor . . . . .	_____	_____	_____	53 _____
g. High school home economics class . . . . .	_____	_____	_____	54 _____
h. Other high school classes . . . . .	_____	_____	_____	55 _____
i. Home economics classes at SDSU . . . . .	_____	_____	_____	56 _____
j. Rural Sociology classes at SDSU . . . . .	_____	_____	_____	57 _____
k. Peers . . . . .	_____	_____	_____	58 _____
l. Relatives . . . . .	_____	_____	_____	59 _____
m. Other (please specify) _____	_____	_____	_____	60 _____

17. Have either of your parents ever been divorced? Yes \_\_\_\_\_ No \_\_\_\_\_ 61 \_\_\_\_\_

18. How do you feel about the marriage relationship of your parents? 62 \_\_\_\_\_  
CHECK ONLY ONE.

- \_\_\_ 1. Very compatible - working together for the betterment of themselves and their future.  
\_\_\_ 2. Usually compatible - have more "ups" than "downs", generally content.  
\_\_\_ 3. Sometimes compatible - more "downs" than "ups", but willing to keep trying.  
\_\_\_ 4. Incompatible - Incapable of living harmoniously - all "downs".  
\_\_\_ 5. Prefer not to answer this.

- 4 -

19. Do you feel your parental home influenced your marriage in a positive way? \_\_\_\_\_  
 Negative way? \_\_\_\_\_ If never married, check here \_\_\_\_\_.

20. If you are or have been married, you may have had some of the following problems. For problem areas, rank sources of help. For example, if brand of toothpaste has been a problem and you received most help from Example of Parental Home, write 1 in that column (see example). Areas which have not been a problem check only in the first column. If never married, check here \_\_\_\_\_.

Problem Area	Has not been a Problem	-Received Help From-						CARD TWO
		Example of Parental Home	Advice from Parents	University Courses	Discussion with Friends	Professional Advice	Church, YMCA, etc.	

Example:

Toothpaste . . . . . 1 . . . . . 3 . . . . . 2 . . . . .

- a. Money . . . . .
- b. In-law relationships . . . . .
- c. Sex relationships . . . . .
- d. Social activities and recreation . . . . .
- e. Choice of friends . . . . .
- f. Religious life . . . . .
- g. Training and disciplining of children . . . . .
- h. Housekeeping standards . . . . .
- i. Annoying personality traits in mate . . . . .
- j. Communication with mate . . . . .
- k. Division of responsibilities . . . . .

Please check over questionnaire to see if by chance you have shipped any items. THANK YOU for your time, thought and effort!

## APPENDIX B

## COVER LETTER SENT WITH QUESTIONNAIRE REQUESTING PARTICIPATION

October 15, 1971

Dear Fellow SDSU Graduate:

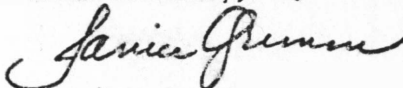
A survey is being conducted concerning the current marital status of 1955 - 1960 SDSU graduates and their opinion of the effectiveness of their university training for dealing with everyday problems that occur in family life. This survey is to be used as partial fulfillment of my masters degree program in Home Economics Education.

The questionnaires are anonymous and all data obtained will be handled in a confidential and impersonal manner so that individuals will not be identified.

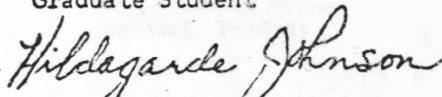
Since time is one of your most precious resources, we are asking you to share only a small amount with us. If you did not enroll in any family relations courses during college, your responses are equally as important as those of students who did enroll. It is hoped that the results of this survey may be used to improve the family relations courses offered at SDSU.

Please complete the questionnaire within a week and return it in the stamped envelope enclosed. At the same time would you mind mailing the enclosed postcard separately? This is the only way I will know that your questionnaire has been returned and that it will not be necessary to send you a reminder. Other phases of this research cannot be completed until we are finished with the analysis of the questionnaire data. If you so desire, a summary of the findings will be made available to you. Thank YOU for your most important contribution.

Yours sincerely,



(Mrs.) Janice Grimm  
Graduate Student



Hildagarde Johnson, Ph.D.  
Professor, Home Economics  
Education



## APPENDIX C

## FOLLOW-UP LETTER SENT TO PARTICIPANTS AS A REMINDER



Dear SDSU Alumnus:

HELP!!! We're lookxng for a  
 MXSSXNG QUESTXONNAXRE! We have not  
 received the postcard telling us  
 your questionnaire is in the mail.  
 Xf your completed questxonnnaxre xs  
 now xn the maxl, please  
 xgnore the rest of thxs letter.

Thxs message may be a lxttle  
 hard to read because one of the keys on  
 thxs typewrxter xs broken. The other 44  
 keys are functxonxng properly, but one key makes a bxg dxfference.  
 Our survey xs much lxke thxs typewrxter. Xf we're to have a mean-  
 xngful survey, each contrxbutxon xs xmporant. You can make your  
 contrxbutxon smply by maxlxng your completed questxonnnaxre today.

You are only one person, but one person can really make a dx-  
 ference just as only one key made a dxsaster out of thxs remxnder!  
 Xf by chance you do not have a copy of the questxonnnaxre, please  
 drop me a card and X wxll be happy to send you one.

Sincerely,

(Mrs.) Janice Grimm  
 Graduate Student

## APPENDIX D

## FOLLOW-UP POSTCARD SENT AS SECOND REMINDER

Yes! A third message from SDSU. Now you can be certain that we are extremely concerned about getting a one hundred percent response to the questionnaire we sent you about three weeks ago. If you have returned the completed questionnaire, please disregard this reminder.

Perhaps the questionnaire is on your "To Do" pile, or perhaps your copy has been lost. If lost, please return the attached postcard and I will send you another.

Please complete and return the questionnaire if you have not already done so. Thank you for your help.

Sincerely,  
Janice Grimm

.....My questionnaire is now in the mail.

.....I still have the questionnaire and will complete it within the next few days.

.....I have mislaid my questionnaire, please send another.

Name .....

Address .....

.....  
Zip Code

## APPENDIX E

## FREQUENCIES OF RESPONSES TO QUESTIONNAIRE

NO NAME PLEASE!!



Survey of Current Status,  
Opinions and Information from  
Graduates of South Dakota State University  
from 1955 - 1960



DIRECTIONS: Please check the appropriate blank or fill in the information requested.

		Arts & Sciences	37	
PART 1 - YOUR CURRENT STATUS		Pharmacy	6	Card
		Nursing	28	Coding
		General Studies	10	1
Please tell us some things about yourself.		Home Economics	114	2
1. Year of graduation from SDSU _____		No Response	1	3
3. Sex _____				4
4. Are you 1. Single <u>10</u> 2. Married <u>105</u> 3. Separated _____				5
4. Divorced <u>1</u> 5. Divorced and remarried <u>2</u> or 7. Widowed and				6
remarried _____ Widow <u>2</u>				7

## PART II - COURSES YOU HAVE TAKEN IN FAMILY LIFE

5. In which areas were you taught family life in high school?

	Full Course	Unit within the course	No family life	
a. Biology . . . . .	<u>10</u>	<u>2</u>	<u>88</u>	8
b. Home Economics . . . . .	<u>19</u>	<u>84</u>	<u>53</u>	9
c. Physical Education . . . . .	<u>9</u>	<u>23</u>	<u>102</u>	10
d. Sociology . . . . .	<u>13</u>	<u>24</u>	<u>91</u>	11
e. Interdepartmental . . . . .	<u>0</u>	<u>1</u>	<u>86</u>	12
(Please list departments)				13
f. Other areas (Please specify) _____				

6. What adult education classes in family living have you taken? 14  
If none, check here 175 Some 19 15

How many of them taught by a Home Economist? 16  
All 4 Some 5 None 10

8. Check courses in family living you have taken at SDSU.

Home Economics	Rural Sociology	17
<u>117</u> Child Development in the Family	<u>111</u> Marriage	18
<u>12</u> Dynamics of Family Development	<u>59</u> The Family	19
<u>17</u> Problems in Family Relations	None of these	20
and Child Development		21
<u>24</u> The Individual and the Family		22
<u>0</u> Fundamentals of Parenthood		23
None of these		

-2-

9. Please list courses you took at SDSU other than those listed above that you believe helped you to better understand family members.

---



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## PART III - YOUR OPINION PLEASE

10. How do you rate the university education you obtained as preparation for marriage and family life? On this seven point scale from very helpful to useless circle the number which represents the degree to which you feel your university education helped to prepare you for successful marriage. 24 \_\_\_\_\_

Useless				Mid point					Very	1. 14	5. 34
	1	2	3	4	5	6	7	Helpful	2. 17	6. 19	
									3. 29	7. 15	
									4. 45		

Those who have never married - omit items 11 through 15.

11. Most marriages are happy, but there is a measure of disharmony in all marriages. Have you had to deal with any of the following problems in marriage?

	Has been a Problem		If yes, how serious?			
	Yes	No	Very	Moderately	Slightly	
a. Money . . . . .	102	81	9	41	52	25
b. In-law relationships . . . . .	87	96	8	35	44	26
c. Sex relationships . . . . .	57	123	3	21	33	27
d. Social activities and recreation . . . . .	17	125	0	15	2	28
e. Choice of friends . . . . .	33	151	1	8	24	29
f. Religious life . . . . .	35	146	4	9	22	30
g. Training and disciplining of children . . . . .	75	110	4	21	50	31
h. Housekeeping standards . . . . .	42	141	1	12	29	32
i. Annoying personality traits . . . . .	55	128	38	11	6	33
j. Selfishness in mate . . . . .	34	147	8	8	18	34
k. Communication with mate . . . . .	91	92	14	29	48	35
l. Division of responsibilities . . . . .	43	137	2	10	31	36

12. If you are or have been married, list other problem areas in your marriage.

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13. If you have run into marital snags, to whom have you gone for help? 39 \_\_\_\_\_

If divorced, to whom did you go prior to legal proceedings? 40 \_\_\_\_\_

8 a. Medical doctor 15 d. Minister, priest or rabbi 41 \_\_\_\_\_

6 b. Marriage counselor 1 e. Ann Landers or similar 42 \_\_\_\_\_

5 c. Psychiatrist columnist 43 \_\_\_\_\_

93 f. No one 44 \_\_\_\_\_

- 3 -

14. If you had a serious conflict, would you be willing to consult a psychiatrist? Yes 159 No 22. 45  
46

15. Marriages have their "ups" and "downs" and you may be going through an "up" or "down", but in general, how do you feel about your marriage?

CHECK ONLY ONE.

1021. Very compatible - working together for the betterment of ourselves and our future. 47

752. Usually compatible - have more "ups" than "downs", generally content.

833. Sometimes compatible - more "downs" than "ups", but willing to keep trying.

144. Incompatible - Incapable of living harmoniously - all "downs".

055. Prefer not to answer this.

16. Who you select as a partner has as much as anything to do with marital satisfaction. From which of the following sources did you receive help in what to consider when choosing a mate:

PLEASE CHECK EACH ITEM IN ONE OF THE THREE COLUMNS.

Source of Help	No help Received	Teaching was Helpful	Teaching of Questionable Value to me	
a. Church youth groups . . . . .	<u>55</u>	<u>106</u>	<u>13</u>	48
b. YMCA, YWCA . . . . .	<u>145</u>	<u>5</u>	<u>3</u>	49
c. 4H . . . . .	<u>117</u>	<u>29</u>	<u>19</u>	50
d. Books, periodicals . . . . .	<u>21</u>	<u>123</u>	<u>24</u>	51
e. Church youth counselor . . . . .	<u>126</u>	<u>29</u>	<u>3</u>	52
f. School counselor . . . . .	<u>147</u>	<u>81</u>	<u>4</u>	53
g. High school home economics class . . . . .	<u>99</u>	<u>44</u>	<u>19</u>	54
h. Other high school classes . . . . .	<u>107</u>	<u>30</u>	<u>21</u>	55
i. Home economics classes at SDSU . . . . .	<u>72</u>	<u>70</u>	<u>21</u>	56
j. Rural Sociology classes at SDSU . . . . .	<u>59</u>	<u>80</u>	<u>27</u>	57
k. Peers . . . . .	<u>35</u>	<u>104</u>	<u>30</u>	58
l. Relatives . . . . .	<u>33</u>	<u>106</u>	<u>23</u>	59
m. Other (please specify) . . . . .				60

17. Have either of your parents ever been divorced? Yes 9 No 154 61

18. How do you feel about the marriage relationship of your parents? 62

CHECK ONLY ONE.

571. Very compatible - working together for the betterment of themselves and their future.

612. Usually compatible - have more "ups" than "downs", generally content.

203. Sometimes compatible - more "downs" than "ups", but willing to keep trying.

64. Incompatible - Incapable of living harmoniously - all "downs".

25. Prefer not to answer this.

- 4 -

19. Do you feel your parental home influenced your marriage in a positive way? 165  
 Negative way? 12 If never married, check here \_\_\_\_.

Both positive and negative 4

20. If you are or have been married, you may have had some of the following problems. For problem areas, rank sources of help. For example, if brand of toothpaste has been a problem and you received most help from Example of Parental Home, write 1 in that column (see example). Areas which have not been a problem check only in the first column. If never married, check here \_\_\_\_.

Problem Area	Has not been a Problem	-Received Help From-						CARD TWO
		Example of Parental Home	Advice from Parents	University Courses	Discussion with Friends	Professional Advice	Church, YMCA, etc.	

Example:

Toothpaste . . . . . 1 . . . . . 3 . . . . . 2 . . . . .

		<u>53<sup>1</sup></u>	<u>8</u>	<u>6</u>	<u>8</u>	<u>9</u>	<u>0</u>	
a. Money . . . . .	<u>85</u>	<u>33<sup>2</sup></u>	<u>70</u>	<u>62</u>	<u>60</u>	<u>81</u>	<u>90</u>	
b. In-law relationships . . . . .	<u>37</u>	<u>50</u>	<u>13</u>	<u>57</u>	<u>24</u>	<u>4</u>	<u>64</u>	
c. Sex relationships . . . . .	<u>125</u>	<u>5</u>	<u>1</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>6</u>	
d. Social activities and recreation . . . . .	<u>124</u>	<u>17</u>	<u>1</u>	<u>4</u>	<u>15</u>	<u>2</u>	<u>7</u>	
e. Choice of friends . . . . .	<u>151</u>	<u>5</u>	<u>2</u>	<u>2</u>	<u>8</u>	<u>0</u>	<u>4</u>	
f. Religious life . . . . .	<u>141</u>	<u>14</u>	<u>3</u>	<u>1</u>	<u>4</u>	<u>0</u>	<u>8</u>	
g. Training and disciplining of children . . . . .	<u>74</u>	<u>37</u>	<u>1</u>	<u>17</u>	<u>12</u>	<u>6</u>	<u>6</u>	
h. Housekeeping standards . . . . .	<u>132</u>	<u>28</u>	<u>3</u>	<u>5</u>	<u>5</u>	<u>1</u>	<u>1</u>	
i. Annoying personality traits in mate . . . . .	<u>121</u>	<u>17</u>	<u>6</u>	<u>8</u>	<u>9</u>	<u>2</u>	<u>3</u>	
j. Communication with mate . . . . .	<u>98</u>	<u>19</u>	<u>6</u>	<u>14</u>	<u>15</u>	<u>6</u>	<u>6</u>	
k. Division of responsibilities . . . . .	<u>134</u>	<u>15</u>	<u>4</u>	<u>4</u>	<u>7</u>	<u>3</u>	<u>4</u>	

Please check over questionnaire to see if by chance you have skipped any items. THANK YOU for your time, thought and effort!

1. Number who ranked source of help one.
2. Number who found area a problem, but received no help from sources listed.

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